



## St Agatha's Catholic Primary School

<b>Policy</b>	<b>Marking and Feedback Policy</b>
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<b>Governor Committee</b>	<b>Curriculum &amp; Achievement</b>
<b>Statutory Policy</b>	<b>No</b>

At St Agatha's Catholic Primary School, we support all pupils to develop as life-long learners. Pupils are encouraged to be responsible for their own learning, be able to recognise their achievements and their next steps, and understand that effort is required to fulfil their potential. We believe that the most effective feedback is through the use of purposeful and sustainable feedback that will aid pupil progress, whilst also considering the implications of workload on teachers in order to support their work-life balance.

Using research, including studies completed by the Education Endowment Foundation (EEF) has contributed to the principles of feedback to improve pupil learning.

### **The Principles of Effective Feedback**

1. Deliver appropriately-timed feedback that focuses on moving the learning forward - teachers decide whether more immediate or delayed feedback is required depending on the type of task set, the individual pupil and the collective understanding of the class
2. Plan for how pupils will receive and use feedback – strategies that encourage pupils to welcome the feedback should be implemented by teachers
3. Feedback is closely linked to the specific learning taught in the lesson and the sequence of lessons.

### **The Methods of Feedback**

Both verbal and written feedback must adhere to the principles of effective feedback.

#### Verbal Feedback

Verbal feedback can be pre-planned and highly structured, such as with the use of conferencing or whole-class or group feedback.

Verbal feedback can also be instantaneous and spontaneous, such as giving advice, in order that the pupil is able to move their learning forward, feel a sense of achievement with the task or is supported to self-regulate.

Verbal feedback at St Agatha's will vary depending on the subject, the task, the age and needs of the pupils.

#### Written Feedback

'Live marking' is where marking is given during the lesson rather than after the lesson. It may be undertaken with individual pupils or it may be modelled to the whole class collectively using tools such as a visualiser. Pupils should then have opportunities to use the feedback. The approach may also allow for additional verbal interaction which may support the pupil's understanding of the written feedback.

Coded marking is when feedback is given using the shared marking codes. These can be found as appendices of this policy.

The marking of spelling – in addition to using the code of 'S' in the margin, the correct spelling of the word is to be written underneath the learning, appropriate to the age and the needs of the pupils. The word is to be copied out three times by the pupil.

Pupils should spend time editing and revising their work. Opportunities should be planned in and modelled in order that the pupils can effectively edit and improve their written work. This will be appropriate for the age and the needs of the pupils.

Written comments are effective as they offer an invaluable opportunity to provide task, subject and self-regulation feedback. They are effective when they are linked to the learning intentions and are appropriate for the age and the needs of the pupils.

Written comments in English should refer to the whole unit of planning at various points of the writing journey. Detailed marking of English is necessary to aid formative assessment which feeds into high-quality instruction for future learning and aids the teacher's knowledge of individual writing capabilities and targets. The key is to carefully consider when these comments are offered, ensuring that they include useful feedback and next steps to move the learning forward. Pupils should then be given an opportunity to use and act on the feedback.

Teacher Assessment Frameworks (TAFs) are to be used alongside the marking of writing from Spring 2 to the end of the academic year.

Whichever strategy the teacher opts to use, they should monitor whether their feedback is being used by pupils. If not, the approach will need to be adapted to ensure that pupils are welcoming and acting on the information provided.

When praise is given, it is effective to do this for a specific task, subject or self-regulatory achievement. When a pupil's effort is commented on, it is to be linked to actions the pupils have taken and then can use to improve at the task, the subject or their self-regulation.

Green pen is to be used for the teacher's feedback. Purple pens are used by the pupils to self-assess, edit and improve their learning.

Pupils' learning should be evaluated by the teacher to assess the learning gaps and to inform the planning of high-quality instruction in future lessons. This is often shown by the learning intention being ticked.


Subjects including art and design, PSHE, PE, Spanish, computing and music do not require the learning intention to be ticked.

Written feedback is not given in home learning tasks.

## EYFS and KS1 Marking Codes

MARK	MEANING
LI: ✓✓	Learning intention achieved
LI: ✓	Learning intention partially achieved
↗	Next Steps
C with a circled around the letter	Capital Letter
. with a circle around it	Full Stops
P	Incorrect Punctuation
✓	Correct answer
.	Incorrect answer
VF	Verbal Feedback
I	Independent
IS	Initial Support
SS	Some Support
CS	Constant Support
<u>Straight Line</u>	Spelling error of words within their phonic capability.

## Key Stage 2 Marking Codes

MARK	MEANING
LI: ✓✓	Learning intention achieved
LI: ✓	Learning intention partially achieved
	Next Steps
//	New Paragraph
VF	Verbal Feedback
PA	Peer Assessed
C	Capital Letter
U	Use of Vocabulary
P	Incorrect Punctuation
S S in the margin and underline or circle the incorrect spelling	Spelling
H	Handwriting error
Arrow to indicate omission ^	Omitted Letter or Word
E	Edit
RD	Re-Draft
IS	Initial Support
SS	Some Support
CS	Constant Support
I	Independent
WWMT	Work with me tomorrow
INT	Out at Intervention Group